Syllabus

**DePaul University School of Continuing and Professional Studies**
**Graduate Programs**
**LLS 420- Interpersonal Effectiveness**

**Engaging Social Media: Engaging Social Media: Tools for Influencing Interpersonal Communication**
**Fall Quarter**: Monday evenings beginning September 16, 2019 /  5:45-9 p.m.

**Engaging Social Media: - (4cr) Glenn**

**Instructor** - Dennis Glenn, MFA, President, Dennis Glenn LLC -847-452-6395; SKYPE: live:dennis_7096
Email: dennis@dennisglenn.com
I am available for individual or team meetings most weekday evenings from 8:00 PM CDT to 10:00 PM.  Please send me an email to schedule a session. Additionally, I am on SKYPE most of the day, if you see me online you can SKYPE me at your convenience any time.
Course Dates:

        1. Monday September 16, 2019 Loop Campus
        2. Monday September 23, 2019 Loop Campus
        3. Monday September 30, 2019 On-Line Using GoToMeeting
        2. Monday October 7, 2019 Loop Campus
        3. Monday October 14, 2019 On-Line Using GoToMeeting
        6. Monday October 21, 2019 On-Line Using GoToMeeting
        7. Monday October 28, 2019 On-Line Using GoToMeeting
        8. Monday November 4, 2019 Loop Campus
        9. Monday November 11 ,2019 On-Line Using GoToMeeting
        10. Monday November 17, 2019 Loop Campus
        Final Presentations Monday 25, 2019 Loop Campus

   Course Location – Loop Campus TBA

**COURSE DESCRIPTION**
Social networks are one of the fastest growing industries in the world. Social Media, is projected to realize a 25.0% annual growth over the next 5 years.  This course will enable you to begin investing in how social media can benefit your career and life choices. LLS420 is blended course that enables you a vigorous exploration of these exciting communication channels now required for success in most fields of endeavor.  In this course you will:

Produce, Plan and Devise a Social Media Strategy for three organizations
Plan and execute best practices on Social Media Engagement for a final

project

Track and analyze key data

Deliver engagement protocols for your target audience

Learn, optimize: what worked? What didn't?

Decide on which digital media will help you to best connect with your audience Use the best Social Media Protocols for interactive engagement.

Social Media can take communication to a higher level by creating interactive environments where your targeted audience becomes your collaborators. It's all about engagement. By creating engaging content your efforts to influence your audience grows exponentially. Social Media facilitates one or more of the following factors: communication, collaboration, education, and entertainment.

This Social Media course offers tools for interpersonal communication and team development. The reading assignments and classroom activities have been carefully selected and designed to help students enhance their personal and career competencies.

In this course, we will use a variety of social media channels, including  the four most popular, Facebook, You Tube, Twitter and Blogs. In addition SKYPE and Go to Meeting will enable live and virtual communication between your classmates and professor.

**Resources:**

Social Media is a constantly evolving phenomenon where textbooks are out of date the moment they are published. I have selected a plethora of readings that will be provided to you in D2L. Two weeks before the session that this material will be discussed, two documents will be posted for your review. I have attached links to two of these documents at the end of this syllabus. They will give you a glimpse into the importance of this course to your career performance.

**LEARNING OUTCOMES**
Upon completion of this course the you will be able to:
-create a social media solution for a nonprofit organization,
-create a social media strategy for you or an organization,
-apply elements of mastery learning in reflecting on and perfecting one's
 communication tools in social media environments,
-evaluate SM channels using a rapid prototyping method.

**LEARNING STRATEGIES & LEARNING RESOURCES- Interpersonal Effectiveness**
As students, you will be required to apply social media to your  project for your employer or a client of your choice.

**ASSIGNMENTS:**
The semester begins with two projects, in 4-week segments that will allow employ mastery of Social Media tool sets that will challenge your imagination and influence.  In the first project the class will be divided into four teams to learn and then train your classmates on the best practices of the four most influential channels: Facebook, YouTube, Twitter, and Blogs.

The second team project will require you to create a social media solution that has relevance to a non-profit organization. Each team will work directly with an actual client to prepare a comprehensive social media solution to the selected non-profit organization. Your instructor will provide the clients in the fourth session. This project will build on your ability to analyze the needs of the client, plan a strategy, enable actions that lead to the implementation of the strategy, and assess your delivered product.

The final capstone project will be an individual presentation on a social media solution for a client of his or her choice. This project concept will be discussed in a private meeting the instructor during the fourth week of the semester. This final project will reinforce your understanding of the social media key performance indicators acquired in the previous weeks. The final project will be presented in person during the 10th session.  In this session you will receive feedback from the class and then submit your amended project for grading. This will give you the opportunity to take advantage of the class's and my evaluation to reflect and adapt your capstone project. Your grade will be based on this final submission.

All three presentations, must show **obvious ties** to:

- Articles read and annotated
- Websites visited
- Personal experiences or work environment

**Group Work Lessons Learned & Final Documentation**

1. Your Group Work Presentation will take place during the 4th and 8th week sessions.

2. Everyone in the group must participate equally

3. Content is always most important

4. Your presentations should be interesting and relevant to your client's mission.

**ASSESSMENT OF STUDENT LEARNING**
Five of the ten sessions will be virtual classes where you will access this course using Go to Meeting technology. I will send your password and access code one

week before each session. In the event that you need to travel for your employment, I will permit you to access one additional session remotely. You must petition me at least three days before the desired class for an access code.

**GRADING CRITERIA and SCALE**

Grading Rubric" Your numerical grade of 100 maximum will be a composite score of the issues listed below.

The competencies you need to demonstrate in all submissions are evaluated on the following:

Perfect your "elevator" presentation- 15 points - Every presentation requires that you capture the audience's attention.
Identify your audience- 15 points- Use the Social Technographic Scale to define your audience.
Define the objectives required by your target audience- 20 points- This is the critical criteria that will set your Social Media channel apart from the field.
Create the activities needed to implement your goals- 20 points- Your Social Media strategy will enable your objectives to be met.
Develop an assessment plan- 20 points- Everyone needs to know what they accomplished in their effort.
Quantify your plan to your personal goals or company's mission- 10 points- This is a statement that every organization creates that justifies their existence.

-For additional information pertaining to grade designations, see following links:
http://snl/StudentResources/Graduate_Resources/Grades.asp
http://sr.depaul.edu/catalog/catalogfiles/Current/Graduate%20Student%20Handbook/pg25.html

**COURSE POLICIES**

a. **Adult/Professional Engagement:** All course participants (students & instructors alike) are responsible for co-creating the learning space of this course— contributing individual uniqueness's while also modulating them for the sake of group learning. In this regard, **professional engagement** is expected from all— and particularly in areas of difference. Such engagement manifests itself through punctual attendance, thorough preparation, focused and respectful interactions (turning off electronic devices; curtailing side-conversations; active listening; informed contributions; probing questions; involved discussion; open-mindedness; etc.) as well as a high degree of both self-motivation and self-accountability. In addition, as adults, we are all responsible for *requesting what we need* to improve/sustain learning. The answer may be 'yes' or 'no'---but, *not to request* is to leave the matter to chance. For additional information pertaining to DePaul's Code of Student Responsibility, see:
http://studentaffairs.depaul.edu/handbook/index.html

b. **Academic Integrity:** Students are expected to adhere to the University's policy regarding academic integrity (involving plagiarism, cheating and other forms of academic dishonesty). Violations of academic integrity will be adjudicated in accordance with this policy. For additional information pertaining to Academic Integrity, see following link: http://academicintegrity.depaul.edu/AcademicIntegrityPolicy.pdf.

c. **Attendance:** In accordance with adult/professional engagement (above) and, in particular, the importance of co-creating the learning space of this course, students are expected to participate and contribute within all class sessions. Lack of attendance (absences, late arrivals, early departures, etc.) may, at the discretion of the Instructor, impact final grade assignment. Students whose lack of attendance is equal to, or in excess of, one-third of all class sessions are advised to drop the course to avoid a failing grade.

d. **Citation Format:** SNL Graduate Programs has adopted the APA reference style for all papers, presentations, etc. See most recent edition of *Publication Manual of the American Psychological Association.*

e. **Classroom-based Research involving Human Subjects:** Students are expected, when conducting research through the auspices of this course, to exhibit concern for the confidentiality and protection of their research subjects—guaranteeing anonymity wherever possible. Should there be any possibility or intent to publish or otherwise disseminate data and findings of research associated with this course, students are required to file an application for review of their methods protocol with the IRB (Institutional Review Board) prior to beginning any data collection. For additional information pertaining to Classroom-based Research, see following link: http://research.depaul.edu/IRB/IRB_Home.html .

f. **Incomplete Grade:** Students seeking an "incomplete" (due to unusual or unforeseeable circumstances not encountered by other students and as acceptable to the instructor) are to request such in accordance with the University's policy regarding incompletes. To request an incomplete, students are to complete and submit the required form in advance of grading deadlines listed in the syllabus. Instructors are not obligated to accept all requests for incompletes. For additional information pertaining to "incompletes" (including required form), see following link: See http://snl/StudentResources/Graduate_Resources/Grades.asp .

g. **Learning Disabilities:** Students who have need of an accommodation based on the impact of a disability should contact the instructor as early in the course as possible for a private/confidential conversation. In addition, students should contact Plus Program (for LD, AD/HD) at 773-325-4239 or The Office for Students with Disabilities at 773-325-7290. See http://studentaffairs.depaul.edu/plus/index.asp

h. **Writing Assistance:** Students who wish assistance with their writing may seek such through the DePaul Writing Centers. These centers offer resources for student writers through both on-site and online services. Students are advised to consult the following links for information pertaining to writing assistance: http://condor.depaul.edu/writing/index.html and/or http://snl.depaul.edu/writing/index.html.

**INSTRUCTOR BIOGRAPHY**

 **Dennis Glenn, MFA**

**President, Dennis Glenn LLC**

His company creates interactive virtual patients for the medical industry that assess the cognitive decision-making abilities of surgeons, doctors and nurses. Dennis has taught at numerous universities including Northwestern, Columbia College, Lake Forest Graduate School of Management and DePaul.

As a consultant to many corporations and educational organizations, Dennis Glenn has designed learning systems, curricula, business plans, and classrooms for synchronous and asynchronous learning environments. Glenn was drawn to this work following a distinctive career in professional photography and film. He closed Glenn Films, Inc. in 1993 in order to pursue teaching opportunities, which led to a position as Assistant Dean and Director of the Distributed Learning Center at Northwestern University's School of Communication. Glenn's research centered on learning styles and the development of interactive learning environments that individualize instruction over broadband networks.

Glenn is a sought-after speaker at numerous conferences each year, including
Serious Play Conferences 2017, 2017, 2019
Chicago eLearning and Technology Conference 2014, 2015, 2019
American Association of Nurse Anesthetists Assembly of School Faculty 2018
Society for Simulations in Healthcare 2013, 2017
21 Annual DePaul University Teaching and Learning Conference 2016
Association of Program Directors in Surgery 2012, 2014
Medicine Meets Virtual Reality Conference 2012

**Memberships:**

Director's Guild of America

American Society for Training and Development

Society for Simulations in Healthcare

Serious Play Conference

**ADDITIONAL SUGGESTED RESOURCES-** These are two examples of the articles from Harvard Business Review and MIT's Sloan Business School that I will be posting for you review.
https://www.gse.harvard.edu/news/uk/18/05/ups-and-downs-social-media
https://sloanreview.mit.edu/article/make-your-communication-technology-work-for-customers/

All course readings are listed at least two weeks in advance of each week's agenda and can be found in Desire2Learn.